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ABSTRACT

A sample of a one-year curriculum for an elementary social studies program employs a thematic approach to the theme of man in his natural and cultural environment. The publication is primarily a resource guide which includes the following five units: Our Environment is Everything Around Us; People Have a Cultural Environment; People Have a Social Environment; People Use the Earth's Resources; and People Adapt to Change. Each unit begins with an introductory overview followed by suggested instructional materials for teachers and students. The unit is then developed through various suggested learning activities with notes in the margins spelling out objectives for the lessons. Each unit ends with suggested evaluation exercises. There are numerous learning activities from which teachers may select, adapt, or modify to meet the specific needs of their students. A suggested outline for one approach for studying this theme is presented by suggested activities are to be flexibly interpreted and the teacher is encouraged to add or delete materials and activities for a particular group of students. Learning materials for teachers and students are analyzed for their application to each of the units. (Author/KSM)

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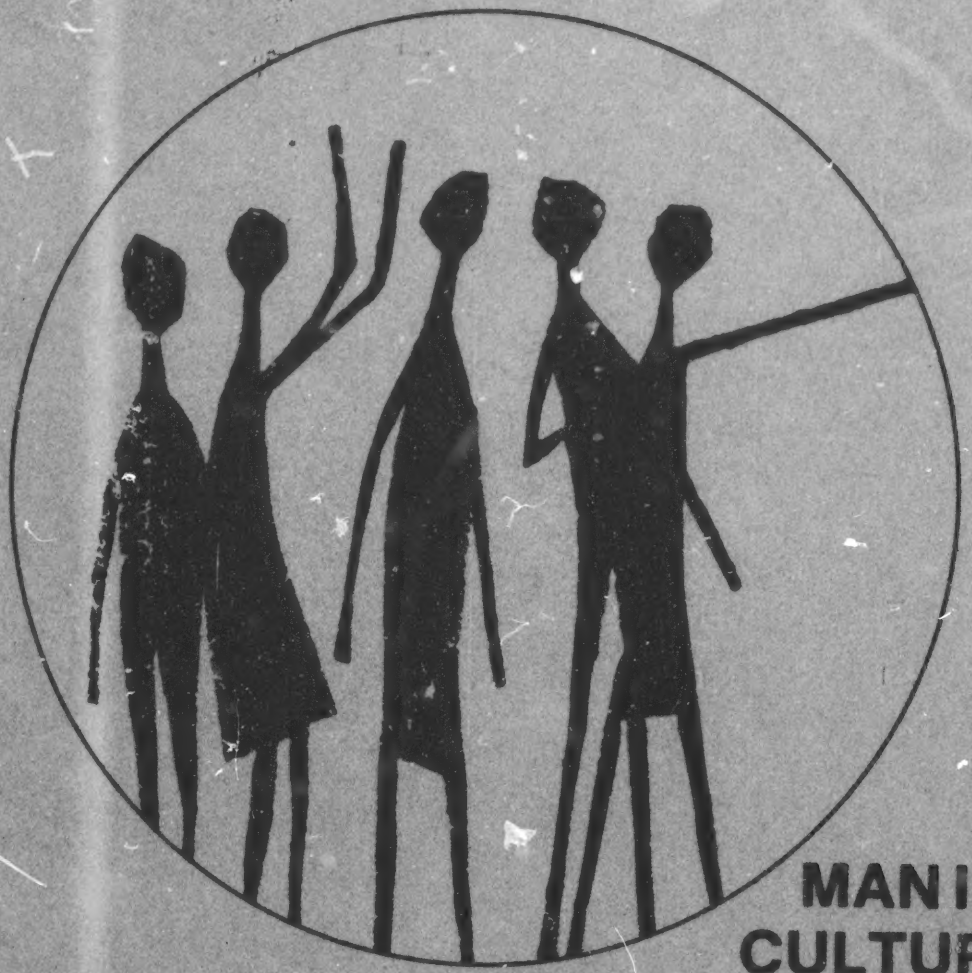

MAN IN HIS NATURAL AND CULTURAL ENVIRONMENT

OFFICE OF INSTRUCTIONAL SERVICES □ DEPARTMENT OF EDUCATION □ STATE OF HAWAII □ UNOFFICIAL □ TAC 72-4532 □ 1972

FOREWORD

"Man in His Natural and Cultural Environment" is a sample of a one-year curriculum corresponding to Level I, Theme III of the recently revised and updated elementary program guide, entitled Elementary Social Studies Program Guide, 1971.

This publication is primarily a resource guide which includes five units as follows: (1) Our Environment is Everything Around Us, (2) People Have a Cultural Environment, (3) People Have a Social Environment, (4) People Use the Earth's Resources, and (5) People Adapt to Change. Each unit begins with an introduction which presents an overview and is then followed by the suggested instructional materials for teachers and students. The unit is then developed through various suggested learning activities with "notes" in the margins which spell out the objectives for the lessons. Each unit ends with suggested evaluation exercises. There are numerous learning activities from which teachers may select, adapt, or modify to meet the specific needs of their students.

This guide should be flexibly interpreted and the duration of any one unit will vary with different teachers and students.

AN OVERVIEW OF THE COURSE

The Study of Theme III -- Man in His Natural and Cultural Environment -- may be approached in a number of ways. The following is only one approach with a few sample activities. The suggested activities should be flexibly interpreted and the teacher is encouraged to add or delete materials and activities for her particular group of children.

The following is an outline of one approach for studying Theme III: Man in His Natural and Cultural Environment.

Major Unit I — OUR ENVIRONMENT IS EVERYTHING AROUND US

- A Working Definition of Environment
- Natural and Man-Made Features
- Using Maps and Globes

Major Unit II — PEOPLE HAVE A CULTURAL ENVIRONMENT

- How People Learn Customs
- People: So Different . . . But So Alike
- People Have Values

Major Unit III — PEOPLE HAVE A SOCIAL ENVIRONMENT

- Customs Help People Act Appropriately
- People Need Rules
- People Perform Various Roles

Major Unit IV PEOPLE USE THE EARTH'S RESOURCES

- The Earth Supplies Us With Resources
- Places Differ in the Resources They Have
- Man's Technology Aids Him In Using His Resources
- People Are Resources

Major Unit V PEOPLE ADAPT TO CHANGE

- What is Change?
- People Are Resourceful
- Man Influences His Environment
- Contact With Other Cultures

LEARNING MATERIALS FOR TEACHERS AND STUDENTS

Social Studies Curriculum Materials

	Major Units				
	I	II	III	IV	V
Field Enterprises: Field Social Studies Program					
. Working, Playing, Learning	x	x	x	x	x
. People, Places, Products	x	x		x	
. Towns and Cities	x	x	x	x	x
Harcourt and Brace: The Social Sciences . Concepts and Values New York, 1970					
. Blue Level		x	x		
. Red Level	x	x	x	x	
. Brown Level		x		x	x
Laidlaw Brothers: Concepts in Social Sciences Palo Alto, 1968					
. Families and Social Needs					x
. Communities and Their Social Needs	x	x	x		
. Regions and Social Needs				x	x
Scott-Foresman: Investigating Man's World Glenview, Illinois, 1970					
. Family Studies					x
. Local Studies	x	x	x		
. Metropolitan Studies	x	x			

	Major Units				
	I	II	III	IV	V
Senesh: Our Working Work Chicago, Illinois, 1965					
. Neighbors at Work.....	x	x	x	x	x
Silver-Burdett: Contemporary Social Science Curriculum Morristown, New Jersey, 1972					
. Families and Their Needs		x			x
. Communities and Their Needs	x	x		x	x
. People Use the Earth				x	
Addison-Wesley: The Taba Social Studies Curriculum San Francisco, 1969					
. Communities Around Us				x	
. Four Communities					x

Other Series:

(Teachers may record other materials.)

UNIT I: OUR ENVIRONMENT IS EVERYTHING AROUND US

UNIT I: OUR ENVIRONMENT IS EVERYTHING AROUND US

GENERALIZATION

- Man's life is influenced by his physical location on the earth and the availability of natural resources.

SUGGESTED UNITS:

- A WORKING DEFINITION OF ENVIRONMENT
- NATURAL AND MAN-MADE FEATURES
- USING MAPS AND GLOBES

INTRODUCTION:

- A WORKING DEFINITION OF ENVIRONMENT

A prerequisite to the primary grade child's understanding of Theme III is a working definition of the word environment. Hence, the first lesson is a concept-development lesson. Built into the lesson are questions that will enable the teacher to have a quick assessment of what the group already knows about environment. As the children proceed to be involved in the succeeding activities, hopefully their understanding of the word environment will be extended.

- NATURAL AND MAN-MADE FEATURES

  The primary purpose of the activities in this unit is to extend the child's understanding of the term environment. Special attention will be given to the following concepts: natural features and man-made features and the specific terms identified with each category.

- USING MAPS AND GLOBES

  The purpose of the activities in this unit is to help the child become aware that the symbols in maps represent real objects in their environment and that maps and globes are convenient tools to help us talk about the location of these real objects and places.

VOCABULARY:

- environment, setting, object

- features, natural, man-made, geography, plain, hill, falls, mountain, valley, slope, volcano, crater, river, stream, lake, ocean, snow, rain, desert, harbor, farm, freeway, peninsula, swamp, canal, marina, bay, fiord, reclaimed land, plantation, boundary, border.

- city, state, country, neighborhood, symbol, represents, scale, imaginary line, location, route, map, legend, landmarks.

LEARNING MATERIALS FOR TEACHERS AND STUDENTS:

Books:

Harris, Ruby M. The Rand McNally Handbook of Maps and Globe Usage. New York: Rand McNally and Company, 1960.

Pattison, William D. The Going Places Books: Which Way? How Far? Where? Chicago: Rand McNally and Company, 1965.

Radlauer, Edward. What is a Community. Los Angeles: Elk Grove Press, 1967.

Rhodes, Dorothy. How to Read a City Map. Los Angeles: Elk Grove Press, 1967.

Spatafora, Jack B. Where Do We Live? Glenview, Illinois: Scott, Foresman and Co., 1970. (with accompanying kit)

Films: (Available from AV Center)

Maps -- Where Am I?
Maps of Our School
Neighborhoods Are Different

NOTES

LEARNING ACTIVITIES

A WORKING DEFINITION OF ENVIRONMENT

Objective:

The child can understand what is meant when the term environment is used.

1. OPENER: Concept-Development: Environment

   Have a large market bag ready. Hold it up and ask: What can this bag hold? Can it hold a book, a pencil, a pair of shoes, your desk, your house?

   Can it hold your environment?
   (Assessment: Listen to the children's comments. Do they have an idea as to what the term means? Is it an entirely new concept to them?)

   Explain to them that the objects near them--large or small--are part of their environment. The buildings, the land, the air, the mountains...EVERYTHING that they personally experience is their environment. In other words, environment is a label for all the things that are around us. Thus, in answering the question: the bag will hold parts of our environment (little objects) but it will not hold our environment.

2. Have children list items in their environment. Record their responses on the board or on a chart.

   - As we look at our list of items, is it possible for us to group them in some way? Which items seem to go together?

     Designate numbers for items that go together: e.g. No. 1 could be used for car, bus, truck; No. 2 could be used for chair, table, desk; and so on.

- What label can we give to our groups? Record the suggested labels. Have children explain why they selected a particular label for a particular group.

- As we look at our labels for the items in our environment what can we say about the word environment? (Generalizing: It includes just about everything.)

Evaluation Exercises:

3. Have children illustrate what their environment was like at a specific time. Directions: Draw a picture showing what your environment was like at _____o'clock on _____(day).

4. Have children illustrate what someone else's environment is like: Choose a character from a story from your reader. Draw this character in his particular environment.

Preparation for next assignment:

Have children bring picture magazines from home. Have extra magazines available for those who may not have any.

NATURAL AND MAN-MADE FEATURES

5. Small Group Work:

Group children in random groups of four. Have the children use the magazines they brought to school for this group activity. Provide magazines for groups that need them. Have the children cut-out pictures that show the environment. Have them clean up. Instruct them to hold on to their pictures; they will be using them a short while later.

6. Classifying according to features

Have a set of large pictures that have been selected beforehand for distinctive natural features and distinctive man-made features. Show the pictures to the group.

Have two labels ready: SET A SET B

- I'm going to group my set of pictures in a special way. Observe the features of the environment that I put with SET A. What do they have in common? (Analysis) Likewise, observe what I do with SET B. What do they have in common?

  Proceed to place pictures with natural features with SET A and those with man-made features with SET B. (Observation)

  Analyzing the pictures:

  - What do the pictures in SET A have in common?
  - What do the pictures in SET B have in common?

  Explain to the children that geographers have given a special name to each group. Display the two labels:

  NATURAL FEATURES
  MAN-MADE FEATURES

  - Which label do you think goes with SET A? SET B?

Evaluation Exercise:

7. Have the children look at their group's set of pictures (Activity). Have them classify theirs according to natural

and man-made features. Have them discover on their own that sometimes a picture has both features. When they do bring this matter up, suggest that they indicate the man-made features by circling the feature with a crayon. (Classification)

Reporting/Critical Listening:

Have a representative from each group share the pictures they classified. Have children from other groups accept or challenge the classification.

Objective:

The child can identify a specific natural feature by name when presented a picture of that specific feature.

8. Identifying natural features:

To develop the concept of natural features have at least one picture of the following natural features: plain, hill, mountain, valley, slope, volcano, crater, river, stream, falls, lake, ocean, snow, rain, desert.

Check to see how many of these pictures the children can already identify correctly. (Assessment) Introduce the names of those features they do not know.

Evaluation Exercise:

Have a quick informal evaluation of the above activity by flashing the same pictures and others--natural features in new settings--and having the children orally identify the pictures.

9. Have the children make a list of man-made features. Record these features on the board or on a chart.

Evaluation Exercise:

10. Have the children do a crayon drawing of a scene depicting only the natural features of a place. Then, using the cut-and-paste technique have them add man-made features to their background scene.

Variation: diorama with shoe boxes or larger boxes.

Evaluation Exercise:

11. Duplicate a chart for the children similar to the one shown below. Have the children categorize the features appropriately.

Features		Natural	Man-Made
bridge	lake		
road	factory		
river	plain		
hill	ocean		
forest	barn		
apartment	valley		
dam	mountain		
school	village		

Supplementary Words

habor, town, peninsula, swamp, canal, marina, reclaimed land, farm, plantation, airport, freeway, bay, fiords (The teacher may need to develop these concepts.)

Objective:

The child begins to be aware that places have names and that places can be located on maps and globes.

USING MAPS AND GLOBES

12. OPENER: What the Dots on Maps and Globes Mean

Have the children make a list of all the places the class has visited (teachers as well as children).

List the places that the children mention (on the board). Use tally marks if more than one person has visited a particular area.

Objective:

The child can state why the globe is more like the earth than a map.

- What object or objects in our room can we use to show where these places are? (Maps and globes)
- Which of these two--map or globe--looks more like the the real world? Why?
- How do we know that the earth is round? (Photographs taken by astronauts)

Help the children locate the places they listed on the board on the globe. (Help the children to understand that although a particular place can be pointed out on the globe and map, its specific name may not be written there because of a limitation of space.)

Objective:

The child can identify at least three other neighborhoods in Honolulu besides his own.

13. Is it a neighborhood, a city, a state, or country?

Concept-development: Neighborhood in a city

When you went to the Honolulu Youth Concert did you see many children? Did they all come from our neighborhood? Where do you suppose they are from? (Assessment: How aware are they of different neighborhoods within Honolulu?)

Name some neighborhoods to give them an idea of what is meant: Kaimuki, Aina Haina, Kalihi, Manoa, Hawaii Kai, McCully, Moiliili, etc.)

Make a chart of the neighborhoods the children have visited and the reason they visited that neighborhood.

Neighborhood	Reason for Visit
1. Kalihi	visited grandparents
2. Kaimuki	went to the dentist
3. Manoa	visited some friends

What does this chart tell us about our activities?

Have children discover that not all of their activities are done in their neighborhood. They do go out to other sections--other neighborhoods--for a number of reasons.

- What are some of the places that people in the different neighborhoods share? (Ala Moana Shopping Center, Ala Moana Park, the zoo, the stadium, HIC, Waikiki Beach, Waikiki Shell)

- If the people from the different neighborhoods were asked to name their city, what city would they name?

Show the group a map of the city of Honolulu. Then point out where some of the landmarks are and the common interest spots are located. Then show where the different neighborhoods (on the chart) are located. Mark the boundary of the city of Honolulu and show how all the neighborhoods fall within that boundary.

14. City, state, country

Have the following materials for each child:

- a large piece of construction paper

- 14 circles (one inch in diameter)

MAPS AND GLOBE SKILLS

Objective:

The child can distinguish between a city, state, and country.

- Pass out the large sheet of construction paper. Tell the children that this represents a country.
- Have them fold the sheet into four parts. Tell the children that they now have four states: A, B, C, D.
- Have them place the circles which represent cities in the states: A (2), B (4), C (3), D (5).

A	B
C	D

Objective:

The child can answer the questions listed here by referring to his "map."

- How many states does your country have?
- What are the names of your states?
- Which state has the most cities?
- Which state has the fewest cities?
- Which is larger: a state or country?
  a city or state?
- What would you say a city is made up of?
- What would you say a country is made up of?

Show a map of the United States. Have the children infer which markings represent states, cities. Name and locate some important cities and the states they are located in.

USING MAPS AND GLOBES

Objective:

The child can read a map of his classroom environment:

- He can interpret the symbols used.
- He can place symbols in appropriate places on a partially done map.

15. Map Symbols:

Have five objects from the classroom ready to use: pencil, composition book, paste jar, crayon box, eraser.

Prepare a set of templates of the above objects made with oak tag paper. (Trace the objects on the paper, cut them out, color them.)

Prepare another set of oak tag templates--identical in shape as the above but SMALLER IN SIZE (SCALE).

Arrange the five real objects on a desk. Then arrange the symbols for them (same scale) in the same relationship on an oak tag sheet that is the same size as the desk.

Take the symbols off from the oak tag piece. Select a volunteer to arrange the five symbols.

Have a volunteer change the arrangement of the real objects. Have another volunteer arrange the symbols accordingly.

- Can I still do the same thing if my symbols were smaller? (Hold the symbols when you refer to them as symbols.)
- If these 5 symbols representing the real objects are smaller, what else must be smaller? (The oak tag piece representing the desk top.)

Practice arranging the real objects with the smaller set of symbols.

- What did you find out about the size of the symbols?
- Did it make any difference?
- What other symbols might we use to represent real objects. (Elicit: dots, letters, pictures, numerals)

Adaptation of a film-lesson:

Objective:

The child begins to be aware of the location of objects in relation to his location.

The child begins to be able to classify objects according to a given standard or category.

The child begins to be aware how lines and sections on a map are helpful in interpreting maps.

16. A Simple Classroom Map:

Have children observe the objects in the classroom. Have them suggest objects that belong in these two main categories: Easy to Move Objects and Hard to Move Objects. Record their responses on the board. Do a few examples together as a group. (Other categories may be used.)

Group children randomly into groups of four. Appoint or have the group select a recorder. Have them continue to categorize objects in the room according to the above categories. Have the recorder report the group's list.

Explain to the children that you are going to find the center of the room. To do this, explain that you must first find the line that goes through the middle of the room from the front to the back; then you must find the line that goes through the middle of the room from side to side. The point where the two lines intersect is the center. Demonstrate by walking the two midlines.

Then illustrate what you have just done. Explain that the lines are imaginary lines. Give a letter name to each section.

(The illustration may be done on the board at this time. An overhead transparency will be needed for the next activity.)

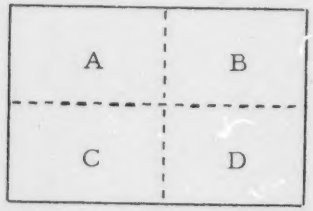

Figure 1

Objective:

The child can look at a simple map and locate the section (A, B, C, D) that real objects in a room are situated.

Make an overhead transparency (Figure 1) to be used in the following activity.

Make individual pupil response cards: A B C D

Flash the transparency. Have pupils respond to the questions about location:

- In which section are you sitting?
- In which section is the teacher's desk?
- In which section is the sink?
- Etc.

Objective:

The child can associate a symbol as a representation for a real object.

Hold up a rectangular-shaped piece of oak tag representing the teacher's desk (in proper scale to the transparency).

- What could this symbol take the place of?

- What could it stand for?

- What could it represent?

(It is a symbol for the teacher's desk. It is not the real desk--it only represents the desk.)

Objective:
The child begins to be aware of the need to have maps drawn to scale.

To develop the concept of scale, exaggeration of size does help children to "see" it. Place an over-sized rectangle (oak tag piece) representing the teacher's desk on the overhead transparency in the appropriate section.

- Is the desk placed in the proper section?
(Yes -but it's taking up too much space. We won't be able to show the other things in that section.)

- What can we do to correct the situation? (Make the card smaller.)

Explain to the children that this idea of keeping the symbols the "right" size so everything else will fit accordingly is called scale. It's very important to keep scale in mind when doing map work.

Evaluation Exercises:
Application of locating objects on a simple map.

17. Have children fold a large sheet of paper into four parts. Instruct them to record the things in the room that interest them or that are important to them.

18. Have children select one section of the room and rearrange the objects in that section to their liking on the map.

19. Home Assignment: Make a map of one of the rooms in your home.

20. Have children make a map of the kind of room they wished they could have. When they share their maps, have them explain why they included certain features and why they located them in a specific place.

Objective:

The child can read and interpret a map of his own school.

21. Walking Trip: School Grounds

Take a walking trip around the school grounds. Have children observe the natural and map-made features that are present. Have them notice the position of the office, the library, the cafetorium and the playground area in relation to their own classroom.

When they return have them view a transparency of the map of their school. Using this transparency have them:

- Locate their own room, the office, the library, etc.
- Trace the route they took for their walking trip.
- Trace their usual route to the cafetorium.
- Trace their usual route to the library.
- Deliver a message to a certain room.

Evaluation Exercise:

Application of locating places in a larger setting and in tracing a specified route.

22. Duplicate a map of the school for each child. Using a color code, have the children locate specific areas on the school ground. If the group is ready to trace a route, that type of exercise may also be included.

Objective:

The child is able to apply his map skills to new settings: neighborhood map, city of Honolulu map.

23. If the children are ready for it, the teacher can at this time make a large map of the community. The children can then be shown how to locate the streets, their homes, and the special landmarks of their particular area.

24. If the children are ready for it, the teacher can use a map of Honolulu (or an overhead transparency) to locate landmark areas that are familiar to most of the children. Their school, Ala Moana Shopping Center, HIC, the stadium, their community, the zoo, the aquarium, the airport, Diamond Head, Waikiki Beach, etc.

Evaluation Exercise:

CULMINATING ACTIVITY: EVALUATION

25. Have a long mural-sized sheet of paper (butcher paper) on the chalkboard. Divide the paper into three parts. (See sample)

Interesting Words and Ideas We Learned	Activities We Enjoyed	We Need Help In ....

Have children record their own responses during their free time. If the idea they want to record is already there, have them put a tally mark right after it. If they have difficulty writing their ideas they can ask other children or the teacher for assistance.
Variation: If the above procedure is not practical the teacher can record the responses of the group.

26. What BIG IDEAS about ENVIRONMENT have you learned?

UNIT II: PEOPLE HAVE A CULTURAL ENVIRONMENT

UNIT II: PEOPLE HAVE A CULTURAL ENVIRONMENT

GENERALIZATIONS:

- Man has developed a wide variety of cultures, each influenced by the human and natural environment.
- An individual's cultural surroundings exerts a powerful influence on him throughout his life. He thinks, feels, and acts according to the dictates of his culture in order to be an acceptable part of it.
- Through communication and interaction, social values and behavior are internalized.

SUGGESTED UNITS:

- HOW PEOPLE LEARN CUSTOMS
- PEOPLE: SO DIFFERENT. . . BUT SO ALIKE
- PEOPLE HAVE VALUES

INTRODUCTION:

- HOW PEOPLE LEARN CUSTOMS

The purpose of this unit is to help children become aware that interaction with people is essential for learning. The ways of a people--customs--are learned through interaction with people: from parents to children, from family members to children, from friends to children, from children to children, from people to people.

- PEOPLE: SO DIFFERENT. . . BUT SO ALIKE

  The purpose of this unit is to help children become aware of not only the great variety of cultures but also of the basic needs that people everywhere have in common.

- PEOPLE HAVE VALUES

  The purpose of this unit is to help the children become aware that people have values and that these values are passed on from one generation on to the next because of their importance to that particular group of people.

VOCABULARY:

- learn, teacher, habit, interaction with people, culture, custom
- basic needs, resourcefulness
- manners, politeness, value, skill

LEARNING MATERIALS FOR TEACHERS AND STUDENTS:

Books:

Barrows, Harlan H., et. al. Our Big World. Morristown, N. J.: Silver Burdett, 1968.

Burns, William A. World Full of Homes, A. New York: McGraw-Hill, 1953.

Carls, Norman. Knowing Our Neighbors Around the Earth. New York: Holt, Rinehart and Winston, 1966.

Donan, Rozella and Jane Hefflefinger. People Around the World. Los Angeles, California: Elk Grove Press, 1968.

Jarolimek, John. Living in Places Near and Far. New York: Macmillan, 1969.

Kirk, Ruth. Sigemi, A Japanese Village Girl. New York: Harcourt, Brace and World, 1965.

Trade Books:

Buck, Pearl. The Chinese Children Next Door

Floethe, Louise. The Floating Market

Yashima, Taro. The Village Tree

Uchida, Yoshiko. Sumi's Prize

Films:

Families and Learning--Everyone's A Teacher

Films (continued):

Japanese Boy -- The Story of Taro

Japanese Fishing Village

Japanese Mountain Family

NOTES

LEARNING ACTIVITIES

HOW PEOPLE LEARN CUSTOMS

Objective:

The child can begin to be aware that interaction with people is essential for learning.

Questions--Activities 1-2

Adaptation of Harcourt and Brace: Social Sciences, Concepts and Values (Red Level: Unit I, Lesson 1)

1. OPENER: How babies learn to do things.

Display pictures of babies involved in various activities: talking, eating, walking, etc. Prepare a teacher-made tape of a child learning to talk (with his mother or another person helping and encouraging him). Have children study the pictures and listen to the tape.

Have the children analyze the problem-situation of a baby learning to talk.

- What is happening on the tape? (Observation)
- Could babies learn to talk if no adults helped them? How? Who? (Prediction/Inference)
- How do parents feel when their baby learns to say a new word? How do you know? (Values)

Have the children hypothesize what babies learn to say first:

- Why do you think children learn to say "Ma-ma" and "Da-da"? (Inference)
- Will the baby learn to say "cooky" and "milk" before he learns to say "pencil" and "book"? Why? (Prediction/Inference)

Objective:

The child can begin to be aware that the responses people give to those who are learning a new task can encourage or discourage the learner.

Help the children to recall their own learning experiences.

- What are some of the things you learned to do before coming to school?
- Did you learn to do these things alone? Who helped you?

About feelings: (Values)

- How do you think your parents felt when you learned to do something well? How do you know they felt that way? (Inference/Recall)
- How do you feel when your brother or sister learns something well because you helped him/her? (Values)
- Do you sometimes get impatient while you are helping your younger brother or sister? What helps you to be more patient? (Realizing that he is just learning a new task; he needs more practice.)
- Should we teach our younger brothers and sisters everything that we can do? Why? Why not? (Inference)
- Which of these things would you teach a four-year-old child? Why? Why not? (Evaluation)
  - How to ride your bicycle
  - How to put his toys away
  - How to button his shirt

- How to turn on the TV set
- How to . . .

Objective:

The child can use a chart to see that family members help children to do many things before they go to school.

(For some children: their babysitter or neighbors may be more involved in their learning than the family members.)

2. Family members help children learn to do many things

Record the children's responses on a chart similar to the following one:

WHAT I LEARNED BEFORE COMING TO SCHOOL

What I Learned	Who Helped Me
1. button my shirt	my Mother
2. turn on the TV	my Brother
3. eat with a fork	my Father

As we look at our chart, what can we say about how we learn to do things before coming to school? (Generalization: People in our family help us a lot to learn to do things.)

- Explain to the children that the things that we can do well without thinking about how to do them are habits. Because they are automatic, they are very useful.

  Have the children make a list of useful habits (brushing their teeth, clearing their section at the dinner table, etc.).

  Help them understand that not everyone has the same habits.

Evaluation Exercises:

3. Have the children illustrate an activity they learned to do as a pre-schooler. (Check to see if they include an adult or another child in the picture.)

4. Have some children dramatize how children learn to do certain tasks. (Check to see if they include interaction with other people as the child learns the task.)

Objective:

The child becomes aware that other people besides family members help him to learn to do things.

5. We learn from other people, too

   - Do we learn only from our family?
   - Who else helps us learn to do things?

   Make a list of people who help us learn: babysitter, teacher, friends, neighbors, other children.

   Have the children illustrate something they learned to do from someone who is not a member of their family.

   - What does this tell us about how we learn? (Generalization: We learn to do things from our family and other people.)

Alternative Activities:

6. Some children (with permission from their parents) may be willing to share home movies of a "learning to walk" experience.

7. Some children may be able to write a short story about how they learned to do a specific task. These stories could be collected and put together as a booklet. The class could decide on a title for the booklet.

8. Have the children make a booklet about their habits., e.g. picture and caption.

   - I brush my teeth every morning.
   - I make my bed every morning.
   - I comb my hair all by myself.

Objective:

The child can begin to be aware that interaction with people is essential not only for his learning but also for that of people everywhere.

6. People in Other Countries Learn the Way We Do

Have pictures of children from various cultures involved in activities with adults and/or children.

- What is happening in these pictures? (Observation)
- Do these children live in the same place? How do you know? (Inference)
- How are these children learning to do things? (Observation)
- What can we say about how we learn things and how children in other parts of the world learn to do things? (Generalization: Like us. They learn from their family and other people.)
- What are some things children everywhere learn to do? (Inference: walk, talk)

Objective:

The child can identify a similar task being done differently in another culture.

10. Use a picture that shows a child doing a task differently than how a child in our culture would do a similar task (writing, washing clothes, helping in the "kitchen").

Questions:

- How many of you learned to do the same thing as this child. . . but differently? How?
- If you lived in his country, would you most likely learn the same thing? Why? Who would most likely teach you? (Inference)

- Have you learned some things that this child probably has not learned in his country? What? Why do you suppose he has not learned the things you have? (Recall/ Inference)

Objective:

The child can understand what the term custom means.

11. Concept-development: Customs

Review with the children the concepts they have been learning in this unit.

- Children learn many things from family members.
- People learn from interaction with other people.
- There are some things we do so often that they become habits.
- People's habits differ throughout the world.

To help children understand that a custom is a habit learned by a group of people, ask the following type of questions:

- What do you do when you say the flag pledge? (Stand up, put my hand over my heart, say the pledge.)
- What do we do after we see a fine show or performance? (Clap our hands)
- Do we have to think about doing these things? (No. They are like group habits.)

Have children list some customs that most people living in their community observe. Explain that customs need not necessarily be observed by everyone in a particular group.

Sharing information: giving source of information.

12. Have children share what they know about customs of other places. Have them give their source of information: parents, relatives, or friends who have traveled; television, travel films, books.

PEOPLE: SO DIFFERENT. . . BUT SO ALIKE

Objective:

The child can become aware that though people throughout the world have different customs, they are very much alike in their basic needs and in their having feelings about things.

Intake of information

13. Using stories and films

Read stories about children in other lands. Have the children notice that people everywhere, though different in a number of ways, are similar in their basic needs: food, shelter, clothing; and that, being people, they, too, have feelings.

Suggested stories:

- Yoshiko Uchida, Sumi's Prize
- Louise Floethe, Floating Market
- Taro Yashima, The Village Tree
- Pearl Buck, The Chinese Children Next Door

Have children make a booklet (or a movie roll) with illustrations showing how people are alike.

Suggested films:

- Japanese Mountain Family
- Japanese Fishing Village
- Japanese Boy -- The Story of Taro

Discussion questions following film-viewing:

- How are they like us?
- How are they different from us?
- What is their environment like?
- Are they using their environment well?
- What things seem important to them?
- Why do you think so?
- What customs did you see that you would like to observe? Why?
- Would a child coming from this place feel at home here? Why? Why not?
- Would you feel at home if you visited this place? Why? Why not?

PEOPLE HAVE VALUES

Objective:

The child begins to be aware that parents pass on to their children the values they consider important.

14. People Value Politeness

Have a chart similar to the following on display:

1. Hawaiian	Mahalo
2. Chinese	Dojay
3. Spanish	Gratias
4. Japanese	Arigato go zai ma su
5. English	?

Explain to the group that most children in most countries learn to say the above phrases. Have them infer what the English equivalent would be.

- Why do most parents--no matter where they live--want their children to learn this phrase? (They want their children to be polite -- Inference)
- Would you say that parents think it is important for their children to learn to say "thank you"?

Explain to the children that when people think something is very important we say that they value that thing.

Objective:
The child can understand what is meant by the term value when it is used in the context: which do you prefer--which is more important to you.

15. Concept-Development: Value

- Which is more important to you? Which do you value more?
  - having a neat, orderly desk or
  - being first to be out for recess
- Which is more important to you? Which do you value more?
  - watching the news
  - watching a cartoon
- Which is more important to you? Which do you value more?
  - spending your money for candy
  - saving it for something that costs more

16. What are some polite ways your parents consider important for you to remember? What polite ways do they value? What have they taught you to do?

Select another country and compare their polite customs. e.g., in Japan, parents value these polite customs:

- Bowing and saying "arigato go zai ma su". (Thank you)
- Saying "gomen ku da sai". (Pardon me)
- Taking off their shoes when entering a home.

Predicting

Can you tell me what our classroom would be like if no one valued polite ways? (Inference)

- It would be noisy.
- People would be annoyed with each other.
- It would be hard to settle down and work.

Would you be happy in that kind of situation? Why? Why not?

Are manners important to you? Would you pass them on to your children when you grow up?

- Which ones are especially important to you?

Objective:

The child becomes aware that people in different cultures learn different skills--skills that are useful to them now and later in life. They value these skills and pass them on to their children.

17. Certain skills are important in certain cultures

Use pictures that show children performing a skill that is a custom of the people in that particular place.

Suggested questions:

- Does this Japanese boy know how to use a brush to write? Will he need to write this way sometimes when he grows up? Will you? Why? Why not?

- Are the skills the children are learning useful to them? Would these skills be useful to you? Why? Why not?

- Do you think the people in these countries feel that it is important for their children to learn these skills? Do they value having their children learn these skills well?

Objective:

The child becomes aware that the environment of people is a factor in the kinds of activities and skills they consider important to them.

18. Location is a factor in what skills people learn

To help the child become aware that a person's environment is an important factor in the kinds of activities and skills he values, pose the following types of questions:

- Does everyone learn to swim? Why not?
- Does everyone learn how to fish? Why not?
- Does everyone learn how to drive a car? Why not?

- What will a boy living near the ocean probably learn from his parents? Why?
- What will children living on a farm most likely learn from their parents? Why?
- What will city parents living in an apartment want their children to learn? Why?

UNIT III: PEOPLE HAVE A SOCIAL ENVIRONMENT

UNIT III: PEOPLE HAVE A SOCIAL ENVIRONMENT

GENERALIZATIONS:

- An individual's cultural surrounding exerts a powerful influence on him throughout his life. He thinks, feels, and acts according to the dictates of his culture in order to be an acceptable part of it.
- Societies require a system of rules (codified and uncodified) of behavior for mankind to survive.
- Man is influenced by and does adjust to the social institutions created by his society.

SUGGESTED UNITS:

- CUSTOMS HELP PEOPLE ACT APPROPRIATELY
- PEOPLE NEED RULES
- PEOPLE PERFORM VARIOUS ROLES

INTRODUCTION:

- CUSTOMS HELP PEOPLE ACT APPROPRIATELY

The purpose of this unit is to help the child become aware of how customs--the habits learned by a group of people--influence the interaction of people. Hopefully, this awareness should result in some changed behavior on the

child's part: that there is evidence that he recognizes the customs that have helped the people in his community live together as a group.

- PEOPLE NEED RULES

  The purpose of the activities planned in this unit is to help the child see how vital rules are for effective group living. He is made aware of this through some hypothetical situations in which there is an absence of rules. He is also made aware that rules should help, not hinder, the group, and that at times rules do need to be revised to meet the needs of the group.

- PEOPLE PERFORM VARIOUS ROLES

  The purpose of this unit is to help the child become aware of the various roles he performs and of the various roles adults perform. Hopefully, this awareness will help him in understanding and appreciating other people. Hypothetical situations are used to help him learn the process of decision-making.

VOCABULARY:

- customs (appropriate behavior, inappropriate behavior)
- rules, confusion, protection, law
- roles, group, collection of people

LEARNING MATERIALS FOR TEACHERS AND STUDENTS:

Books:

Use the List for Major Unit II.

Films:

Families and Rules--Watch How Well

Beginning Responsibility--Lunchroom Manners

Manners in Public

NOTES

LEARNING ACTIVITIES

CUSTOMS HELP PEOPLE ACT APPROPRIATELY

Objective:

The child begins to be aware that customs help people behave appropriately in their day-to-day contact with people.

1. OPENER: Would it be appropriate to. . .

   To reinforce the concept that customs are habits learned by a group of people, review Activity 11 (How People Learn Customs)

   To help children discover that customs help people to act appropriately in our relationship with others:

   - Show a picture of a family eating. Ask: Would you walk right into your neighbor's home without knocking and interrupt their dinner? Why not?
   - Show a picture of a classroom with children working. Ask: Would you run and yell at this time? Why not? Where would running and yelling be appropriate?
   - Show a picture of people at a party. Ask: Would you go to the party without an invitation? Why not?
   - Continue with other relevant situations.

   Help the children to understand that our customs help us to know what is appropriate behavior for certain situations. This helps people interact with each other smoothly.

Evaluation Exercises:

2. Have children take the role of a parent in this exercise. Have them respond to this statement:

   "I would be embarrassed if my child. . ." (Have the children list examples of "inappropriate behavior" that would embarrass them.)

3. Have the children illustrate one of the suggestions given for Activity 2 above.

4. Have the children dramatize some of the suggestions for Activity 2. Discuss the reaction of people when they observe inappropriate behavior.

PEOPLE NEED RULES

Objective:

The child begins to be aware of the vital part rules play in his every-day life.

5. Are customs enough?

Write this question across the board: Are customs enough to help things run smoothly in our day-to-day life?

Then proceed to the next activity:

Have children play a new group game such as "Steal the Bacon" with a minimum of directions. As the game progresses, because no basic rules have been established, disagreements will most likely arise.

When this happens, stop the game. Gather the group for discussion:

- Why was it necessary to stop the game?
- Was it fun playing the game the way you did? Why?
- What would have helped prevent this kind of thing from happening?
- Would you say that rules are important in playing games? Why?

6. Discuss the rules for the above game. Play the game with the set of rules agreed upon. After the game evaluate both situations: before/after rules.

What does this experience tell us? What else besides customs do people need to help them behave appropriately.

7. How do rules help families?

   - What are some of the rules your family has? How are they helpful to your family?
   - Should every family have the same rules? Why? Why not?

Have the children illustrate a family rule. Have them write a caption to accompany the picture.

Hypothetical situations: absence of a particular rule.

8. Have children dramatize what they predict might happen if a family had no rules. . .

   - About how long they can watch TV programs on a school night.
   - About asking for permission to go to a friend's house after school.
   - About what they can have for snacks before meal time.

Values

9. Ask: Would you be happy in a classroom with no rules? Why? Why not? Have children list some of the problems they might have because of an absence of rules.

Have children illustrate a classroom rule they are happy about.

Objective:

The child can evaluate his classroom rules by deciding which ones are needed, which ones need to be revised, and which new ones need to be added.

10. Evaluating the Classroom Rules

Have the children evaluate their classroom rules.

- Do the rules really help to make their classroom function smoothly?
- Are there some rules that need to be changed? Which one? Why?
- Are there new rules that need to be added? Why?

Objective:

The child becomes aware that some rules are laws; the laws help to protect people.

11. Have the children work in groups of four. Give each group a large sheet of drawing paper. Instruct them to draw as many signs in their community that help to protect them--traffic and others. Have them work for about 15 minutes. Have a reporter from each group share the group's picture and explain the examples.

Discussion about LAWS

- Why do we need traffic laws?
- Why are most laws made? Why do we say that laws protect us?
- Name some laws you are happy we have.

PEOPLE PERFORM VARIOUS ROLES

Objective:
The child understands what the word role means.

12. Concept-Development: Role

To help the children understand the concept of role have some children participate in an informal dramatic play, e.g., Goldilocks and the Three Bears.

The cast: Goldilocks, Papa Bear, Mama Bear, Baby Bear

Objective:

The child becomes aware that people need to know what is expected of the role they are playing.

Preparation: Before their dramatization, have the cast discuss the roles they will be performing. During the role-playing, they are not to think of themselves as pupils in the classroom. Instead, the person playing the role of Papa Bear is to think of himself as a father. He has to know what is expected of him as a father to act out his role effectively. In the same way the other performers have to know the expectations of the role they are portraying.

After this preparation, have the children act out one scene.

Have volunteers act out the role of some of the following: a king, a traffic policeman, a truck driver, a teacher, a super market clerk, a comedian, etc.

13. One Person. . . Many Roles

Objective:

The child becomes aware that people have various roles to perform in their daily living.

Question: Do people have more than one role to perform in real life?

- Can a TV announcer also be a father? How would he act in each role?
- Can a football player also be a student?

Help the children discover that most people have several roles to perform--that it depends on which group they are with at the time (family, school, work, etc.).

Objective:

The child can distinguish between a group and a "collection" of people.

14. About Groups

Have children look at pictures of groups of people (people who are together because of some common interests and common goals) and at "collections" of people (people who just happen to be standing together but not interacting with each other--at the bus stop, walking in the downtown area, a crowd of people coming out of the stadium.

Discussion Questions:

- Which pictures show people doing things together or working together?
- Which pictures show people who are together but who do not seem to know each other?
- What does this group of people seem to be interested in? Why are they meeting together?

Explain that there are labels we can give to these two sets of pictures: groups of people and collections of people.

Put these two labels on the board: Groups and Collections. Have children give examples for each category.

Groups	Collections
1. Cub Scouts	1. People at the bus stop
2. Brownies	2. People on the bus
3. Hula Class	3. Shoppers at the store
4. Little League	4.

Select a picture to focus the discussion on.

- What role do the people in this group have? (Each one seems to be a carpenter)
- What other role might this particular carpenter have? (Father, scout leader, golf player)
- Why is this group together? (building a home)

Show a picture of a group of children in a classroom.

- What role are the children performing here?
- What other roles might they have?
- Do they act the same way when they perform their roles as son, brother, nephew, grandson, friend?

15. Have children pantomime a day in the life of a second grader. Have those observing guess whether the pantomimer is portraying the role of a student, a son, the older brother, a friend, etc.

Objective:

The child can begin to be aware that people everywhere have roles to perform. He also begins to be aware that in some cultures a strong distinction is made between a girl's role and a boy's role.

16. Explain that in some cultures a boy's role is very different from a girl's role:

- The chores he needs to do.
- The privilege of having an education.
- The games he plays.
- The special responsibilities he has.
- The things he is not allowed to do.

Are there some things in our culture that are mainly for boys? Mainly for girls?

Show pictures of people in other cultures involved in special roles: farmer, merchant, potter, hunter, teacher, parents, religious leaders, etc.

Objective:

The child begins to be aware that because a person has several roles to perform, sometimes they conflict with each other and the person has to decide which role is more important at the time.

17. Conflict of roles situation

Use the following situation as a starting off point for discussion. Ask these questions:

- What two roles does Jane have in this situation?
- What is her problem?
- What are the different ways this problem can be settled?
- Which way do you think Jane is going to decide to use?
- What would you do if you were Jane?

The Situation

Jane is a responsible older sister to Betty and a good friend of Susie. She and Susie had made plans to play at Susie's home right after school. Betty knows how to go home by herself now and knows about Jane's plans. However, Betty is not feeling well in the afternoon and hopes that Jane would go home with her. So she goes to Jane's room after school and asks her to walk home with her.

Respond to the questions asked earlier.

Have children share some of their own experiences in which there was a conflict of roles.

- How did you feel when you had to decide what to do?
- Why was it so hard to make your decision?
- What was your final decision? Why?

Evaluation Exercise:

18. Have children make individual booklets or movie rolls (shoe-box size) showing their various roles. Have them write short captions for each scene.

Example:

- I am helpful as a daughter. I do these chores.
- I am an older sister. I take care of my baby sister.
- I am Judy's friend. I share my toys with her.
- I am a student. I like to write stories.
- I am a Brownie. I like to go on group trips.

Objective:

The child can apply what he has learned about how people behave appropriately with the help of knowing customs, rules, and what is expected of certain roles by. . .

19. Working on a group project

Assign children to do a group project to assess how well they can work together, how well they are applying what they learned in this unit.

Review with the children the various ways that help people behave appropriately in groups:

- Using polite customs understood by all.

actually participating in a group project with his peers.

- Responding to rules accepted by the class and group.
- Acceptance of role in the group (leader, follower).

Evaluation Exercise:

Have a group decide on a project: making a mural, a movie roll, a dramatization, a display.

Make out a schedule for working on their projects. The groups need not all work on their projects at the same time. The teacher may want to schedule their project time so she can confer with and observe the various groups as they plan and carry out their project.

Evaluation:

- Are the children working as a group--with a common goal? Is every member participating in some way?
- Have the members accepted their role--either as leader or supportive followers?
- Are they observing customary polite ways and rules of behavior without being reminded?
- How are they resolving their differences?
- How do they feel about their group effort?

UNIT IV: PEOPLE USE THE EARTH'S RESOURCES

UNIT IV: PEOPLE USE THE EARTH'S RESOURCES

GENERALIZATIONS:

- Man's life is influenced by his physical location on the earth and the availability of natural resources.
- Man's utilization of natural resources is related to his desires and his level of technology.

SUGGESTED UNITS:

- THE EARTH SUPPLIES US WITH RESOURCES
- PLACES DIFFER IN THE RESOURCES THEY HAVE
- MAN'S TECHNOLOGY AIDS HIM IN USING HIS RESOURCES
- PEOPLE ARE RESOURCES

INTRODUCTION:

- THE EARTH SUPPLIES US WITH RESOURCES

  The activities in this unit are planned to help the children become aware of the earth's plants, animals, land, water, and people as their primary resources. The children are given experiences in tracing a particular object back to its basic source.

- PLACES DIFFER IN THE RESOURCES THEY HAVE

  The primary purpose in this short unit is to re-emphasize a concept learned earlier: that location on the earth does make difference--in this unit, the difference is in the natural resources that are to be found in a particular area.

- MAN'S TECHNOLOGY AIDS HIM IN USING HIS RESOURCES

  It is hoped that the selected activities will help to make the children aware that man's knowledge about things and his application of that knowledge have helped him to use his resources.

- PEOPLE ARE RESOURCES

  In this unit the neighborhood super market is used as a model for study. Through the various activities it is hoped that the children will not only be aware that people, including their parents, are a resource but also be appreciative of the people who provide them with the goods and services that make life more convenient and pleasant for them.

- VOCABULARY

  - source, final product
  - histogram, producer, product, seacoast
  - technology, cultured pearl
  - perishable (specialization, interdependence)

LEARNING MATERIALS FOR TEACHERS AND STUDENTS:

Curriculum Guide:

Durkin, Mary C. The Taba Social Studies Curriculum. San Francisco State College, 1969, Addison-Wesley Publishing Company. (Excellent bibliography--especially its complete listing of books about community workers.)

Books:

Banks, Marjorie. How We Get Our Dairy Foods. Westchester, Illinois: Benefic Press, 1963.

Buckley-Jones. Our Growing City. New York: Holt, Rinehart and Winston, 1968.

Greene, Carla. I Want To Be A. . . Chicago: Children's Press

Radlauer, Edward and Ruth. Whose Tools Are These? Elk Grove Press, 1967.

Shannon, Terry. About Ready-to-Wear Clothes. Chicago: Melmont, 1961.

Films:

Eggs to Market
Sheep and Shepherds
Where Does Our Meat Come From
Orange Grower, The (2nd Ed.)
Let's Visit a Poultry Farm
Machines That Help the Farmer
Making Work Easier
New House, The--Where It Came From
Making Cotton Clothing

NOTES

LEARNING ACTIVITIES

THE EARTH SUPPLIES US WITH RESOURCES

Objective:

The child is able to trace a given object to its original source: land, water, plants, animals.

1. OPENER: What is the original source?

Prepare a chart similar to the following:

Object	Where They Come From
1. Cotton shirt	Cotton plant
2. Woolen sweater	Sheep
3. Ball	Rubber plant
4. Silk scarf	Silkworm

Have the children pick an object. Ask them to think of where it originally came from--a plant, an animal, the sea, the land.

Some children may need help in tracing the source of an object. It would help to have pictures of sheep being sheared, crops being harvested, trees being cut for lumber, etc. to help the children do this activity.

If pictures are not readily available, use a series of questions to help them:

- Where did you get your shirt (cotton)?
- Where did the store get your shirt?
- Where did the factory get the material?
- Where did the cloth factory get the thread?
- What is the source of your shirt?

After the children have had time discussing the source of objects with help, have them suggest others that they can trace back independently.

Have the children study the chart.

- Where do most of the goods listed on the chart come from? (Generalizing)

Evaluation Exercise:

2. Tracing a product back to its original source

Have children divide a strip of paper into four parts. Then have them illustrate four steps--from finished product back to the original source--of one of the following:

. Shirt	Store	Factory	Cotton plant
. Shoes	Store	Factory	Cow (leather)
. Raisins	Store	Factory	Grapes

Objective:

The child begins to understand that land is one of man's most important resources.

3. Land is one of man's most important resources

Prepare several pots: (1) one with standard soil, (2) one with rocks, and (3) one with sand. Have some seeds available. Have children predict what will happen to the seeds planted in each one.

- Which pot has the best environment for the seeds? Why?
- What might happen to the seeds in the other pots? Why?

To help children understand that land is important to plants and animals, pose questions like:

- Can you name some things that grow well in soil? Give some examples.
- Can you name some foods that do not grow in the soil but need the soil to live? Give some examples. ("Meat-giving" animals--that depend on plant food--that depend on the soil: cows, sheep.)
- Could we have cows that provide us with milk and meat without land? Why not?
- What does this tell us about land? (Generalizing)

Objective:

The child begins to be aware that plants and animals provide us with many goods.

4. Ask the children how many things they would not have:

- If there were no cows

  beef, milk, leather goods--purses, shoes, belts
  hamburger, beef teriyaki

- If there were no pigs

  pork, bacon, ham, kalua pig, pigskin leather goods

- If there were no wheat

  flour, bread, baked goods

Have the children select one of the above and illustrate all the things they would miss if that one item were not in existence.

PLACES DIFFER IN THE KINDS OF RESOURCES THEY HAVE

Objective:

The child begins to understand that different kinds of land provide different resources.

5. Two factors: climate and soil

Help the children discover that the climate of a region and the kind of soil the region has are two factors that influence the kinds of crops and animals a particular area may raise.

- Do pineapples grow anywhere? Where do they grow best? Why?
- Can apples grow well here? Where do they grow well? Why?
- Can oranges grow well here? Where do they grow well? Why?
- Can cows be raised easily in Alaska? Why? Why not?
- What does this tell us about where certain crops and animals may be raised? (Generalizing)

Objective:

The child can read a histogram and can make inferences by studying the data on it.

6. Interpreting histograms for information

Look up information on apples, oranges, wheat, rice, etc. in a recent edition of encyclopedia. Check to see if there is a histogram showing the leading producers of that particular item.

Select one to use with the class. Make an overhead transparency of it. Use this first one mainly to help them know what a histogram is and how to interpret the symbols.

Select another one. Duplicate copies of it for the children to study.

- Have them explain what the histogram's data is.
- Have the children locate the places mentioned on the globe. (If possible, each group of two children should have a student globe to work with.)
- Have the children infer why these particular places are the leading producers.

Objective:

The child becomes aware that the sea is a natural resource.

7. The sea is a resource

Bring some nori (Japanese dried seaweed) to class.

- Do you know the original source of this food item?
- What country is this from?

Explain to the children that nori is harvested from the sea in sea villages in Japan.

Show a map of Japan. Point out how mountainous most of Japan is.

Objective:

The child begins to see how man uses his environment to the fullest to meet his needs.

- If a country is mountainous, what kind of problem(s) might it have? (Inference: not enough level land for farming, hard to get from one place to another by land.)

Have the children study the map of Japan and discover the long seacoast Japan has. What does having a long seacoast mean to

the people of Japan? (Inference: they can make use of it by getting seafood.)

- What kinds of resources come from the sea [illegible], clams, oysters, lobsters, crabs, eels, seaweed, squid, octopus. . .)

8. Have children visit the neighborhood super market or any Japanese food department with their parents when they do their regular marketing. Have them observe the variety of seafood items there are.

9. Have children bring labels of seafood items to school. Trace the country the food item is from. Use the globe to see if the place the product is produced is near a body of water.

10. Have a committee work on a mural depicting the sea as a source of goods. The committee can make the background and ask the class members to make cut-outs to be pasted or stapled on.

MAN'S TECHNOLOGY AIDS HIM IN USING HIS RESOURCES

Objective:

The child begins to be aware that man uses machines which he invents to make use of his resources. (technological skills)

11. Making comparisons: the old way versus the modern way

Show contrasting pictures of old time farming and modern farming.

- What would you say is the main difference in farming long ago and today? (Comparing: better machines. They help the farmer to do his work faster and better.)

More comparisons:

Have the children compare "Long Ago's" way of doing things with the "Modern" way of doing things.

Prepare a chart like the following:

Long Ago	Today	The Difference
. Hand tools	. Big machines	. Farmer can work faster

What does the information on the chart tell us?

Explain that people use the label technology when they talk about how man uses special machines and other inventions to help him do his work efficiently.

Objective:

The child begins to be aware that man, with his technological skill, can use natural things to benefit him.

12. Is this pearl a natural or man-made feature. . . or both?

Hold a cultured pearl ring before the group.

- Where did this pearl come from--what is its original source?
- Where do most of our cultured pearls come from?
- Do all oysters form pearls without any help from man?
- What is the difference between a natural pearl and a cultured pearl?

Explain the process of cultured pearls.

- Why would man want to use this process?
- What things would be different in the world if no one knew how to make cultured pearls?

Have children illustrate (1) the enjoyment some people have of wearing pearl jewelry or (2) the people who have jobs because there are pearls.

PEOPLE ARE RESOURCES

Objective:

The child begins to be aware that people are a natural resource: as producers of goods and services.

13. Model: The Super Market

Take a walking trip to the neighborhood super market. Have the children observe goods and services provided by the market. Observe who the workers are and what special job each has.

Follow-up:

- Have the children list all the goods they can think of that their family needs for comfort and convenience (that are available at the super market).
- Have them group the goods and give labels for the groups.

To help children understand the importance of people as a resource just in one business, use a chart similar to the sample for data gathering.

Worker	Services Provided	Goods Made
. Stock room clerk	. Brings goods from the storeroom	
. Check-out clerk	. Adds up the customers' purchases	

The third column, Goods Made, is placed in the chart so the child can infer that the workers at the market are mainly producers of services--the third column will be empty for the most part.

14. Where did the goods at the market come from?

Use the list of goods from Activity 13 for the following activity.

- If the market workers are not producers of goods--who produced the goods that the market is so full of?
- Have the children check the list and trace where some of the goods came from. Start with the items they think come from Honolulu. Branch out to those items that they think come from the neighbor islands.
- Have children infer where the other goods come from?
- How do goods from the neighbor islands, from the mainland and other countries come here?
- How are perishables taken care of?
- Why do fresh food items from other places cost so much?

Have the children locate the places where some of these goods come from.

Objective:

The child begins to be aware that specialization and interdependence are important in our modern living.

(The words specialization and interdependence are highly abstract.

15. Specialization and Interdependence at the super market

To help children understand the importance of specialization and interdependence in a modern community, have them infer what might happen IF:

- A market cashier leaves her post to get an item from the storeroom for one customer. . .
  - How would the other people in the line feel?
  - What would be a better way to help the customer?

They need not be used with the children--but the concepts may be brought out under simpler labels.)

- A stockroom clerk leaves his post to be a cashier
  - What happens to certain shelves that are not restocked?
  - What kinds of problems might he have if he had not been trained to be a cashier?
- Half of the workers were down with the flu and could not come to work?
  - What kinds of problems would they have?
  - How would the customers feel?
- There were a shipping strike
  - Why would the manager be concerned?
  - Why would the customers be concerned? (Refer to the local newspapers for news about the Summer, 1971 strike.)

Objective:

The child can begin to be aware that his own parents are a natural resource: they are producers of goods and/or services.

16. Our Parents are Resources

Have children make a cut-out of their parents. Have them give some clue as to what kind of worker they are--clothes, special tool, special head gear, etc. Help them label their pictures: nurse, carpenter, mechanic, plumber, store clerk, secretary, etc. Display these cut-outs on the bulletin board. Have the children think of a caption or title to accompany the display. Have some children volunteer to tell something about their parents' job.

Objective:

The child can give a short, simple report about a worker of his choice. His report would include information about what his worker specifically does, where he does his work, and what goods or services he provides.

17. Reports About Workers

Display the I Want to Be. . . books for the children to examine. Have other books about workers on display also.

Have the children select a worker of their choice. Have them then select the books they need to get some information about their particular worker. (Sometimes they will use a book just for an illustration or two.)

Some guide questions:

- What does the worker do?
- Is he a producer of goods or services?
- Where does he work?
- What does he need to know? What is his training like?
- Who uses his goods or services?

Encourage the children to bring items--tools, uniforms, or any other appropriate and interesting thing--to show as they give their short report of their worker.

UNIT V: PEOPLE ADAPT TO CHANGE

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GENERALIZATIONS:

- Change has been a universal condition of human society.
- Man changes his culture to cope with new problems. He has survived in hostile environments where less-adaptable creatures have been forced into extinction.
- Changes within a culture may be brought about through contact with other cultures and societies.
- The physical and social environment influences man's way of living; man, in turn, influences the environment.

SUGGESTED UNITS:

- WHAT IS CHANGE?
- PEOPLE ARE RESOURCEFUL
- MAN INFLUENCES HIS ENVIRONMENT
- CONTACT WITH OTHER CULTURES

INTRODUCTION:

- WHAT IS CHANGE?

The basic purpose of this unit is to help the children realize that change is a real part of their lives--they change by growing and developing; their environment changes;

their customs change. The time line is introduced as a helpful tool in seeing change over a period of time.

- PEOPLE ARE RESOURCEFUL

  To help children understand and appreciate man's resourcefulness in adapting to his environment, the desert nomad who lives in a particularly harsh environment is used as a model to study. Inference-type questions are posed. The children are given a chance to apply some of the concepts learned earlier in responding to the questions asked in this unit. The teacher can use their responses to evaluate some of the earlier activities.

- MAN INFLUENCES HIS ENVIRONMENT

  To develop the concept that man does influence his environment, selected examples are used as a focal point for discussion: the hotels in Waikiki, the building of new shopping areas, the development of new residential areas.

- CONTACT WITH OTHER CULTURES

  The concept of cultural contact has already been introduced in earlier activities. The emphasis of this unit is to help the children see that people do change some of their ways when they meet other cultures. Very often, after a period of time, these changes become a part of their cultural environment.

VOCABULARY:

- Adult, present (today), past (yesterday), time line
- Weather, climate, seasons: summer, autumn (fall), winter
- Adaptation, nomad, desert, resourceful

LEARNING MATERIALS FOR TEACHERS AND STUDENTS:

Books:

Curren, Polly. This is a Town. Chicago: Follett Publishing Co., 1957.
A story to start children wondering about their town and what it was like before anyone lived there, how it started, what it was like in their grandparent's time, and how it has changed with the passage of time.

Follett, Dwight. Little Creek, Big River. Chicago: Follett Publishing Co., 1961.
A book to help young children understand how stream is formed and grows into a creek and then a river; how animals use it; how man uses it and controls it; and how the river changes the land as it makes its way to the sea.

Gidal, Sonia. Sons of the Desert. New York: Pantheon Books, 1960.

Goetz, Delia. Deserts. New York: William Morrow, 1968.

Films:

Arabian Children

Oasis

Oasis of the Sahara

NOTES

LEARNING ACTIVITIES

WHAT IS CHANGE?

Objective:

The child can observe change in his own life: his own growth and development, his home and family, his school, his neighborhood, his community.

1. OPENER:

To help children become aware that physical growth is one kind of change, have a set of pictures of well-known people as adults and another set of these same adults as children. (e.g., President Nixon, Queen Elizabeth, the astronauts, etc.)

Have a short discussion about the people as adults. Then ask: Do you suppose they were once seven-year olds, too? What kind of proof could there be to show that they really were seven-year olds? (pictures)

Show the set of baby pictures. Have them match the pictures with the correct adult picture.

- Why do you think this picture goes with this person?
- In what ways have the adults changed?
- Name some of the things they can do as adults that they were not able to do as children?

Have the children list things that they can do NOW that they could not do before coming to school. Explore the reasons "why."

- Do you think you have changed since you were in kindergarten? Since first grade? Since last month?

Have the children bring their baby pictures to class. A variety of things may be done: matching, display on the bulletin board, arrangement by birthdays.

Have the children bring clothing items that they have outgrown.

Objective:

The child can arrange his school experiences in proper sequence.

2. Making a simple time line

To help the children understand the sequence of events, review the concepts of today, yesterday, tomorrow. Have the children list activities that they did as a class in relation to those three days.

Have the children recall what significant things happened during their school years. Help them to plot out those experiences on a very simple time line.

Example:

1969 K .	1970 1st .	1971 2nd .
. Visited the fire station	. Won the PTA banner	. Visited the super market

Interpreting a time line:

After the children have given about two or three experiences for each year of their school life, ask them some questions like the following:

- What year did you win the PTA banner? What grade were you in?
- What year did you visit the fire station? What grade were you in?

Have the children work on a time line. With their parents' help, have them recall at least one significant event for each year of their life. They could either illustrate the events or write a short caption.

Sample letter to parents: asking for cooperation in data collecting

Data gathering

- A suggested letter to the parents

Dear Parents:

The class is learning how to use the time line in talking about what is happening now and what has happened in the past. We would appreciate having you help _____ recall some significant events in his life. He will also need your help in knowing when these events occurred.

Please help him fill in the following chart. We will help him plot the information on a time line in school.

Year	Event
1965	I was born this year!
1966	My Grandmother came to see me!
1967	
1968	
1969	
1970	
1971	

Thank you,

_____

- Have time line strips ready for each child. Help them use their data in recording the information on their time line year by year.
- Have children share their completed time lines.

Objective:

The child can identify at least one change in his school, neighborhood, and community environment.

3. Observing Changes in the Environment

Have children list the changes they have noticed on the school grounds since kindergarten time:

- 3-on-2 changes: more children in a class, no walls.
- Old building demolished; replaced by a two-story building.

Have children list the changes in their neighborhood:

- New apartments being built.
- Their street is being resurfaced.

Have children list changes in Honolulu:

- Different traffic patterns during rush hour.
- Big office buildings take a long time to be completed.

Encourage the children to look for pictures in the newspaper that show change in progress.

Objective:

The child can understand what is meant by the word past and history by being able to state something that did happen at least ten years ago.

4. The Past. . . History. . . Long Ago

Have children look at pictures and models of cars to notice the changes through the years.

Variation: airplanes, fashions, style of homes

Have children interview parents, friends, relatives to find out about the changes that have come about in Honolulu the past 20-25 years.

The children could hypothesize and give their answers first before asking their families and friends. They can later check how accurate they were.

- What was the location of HIC before. . .?
- What was Hawaii Kai like ten years ago?
- What was Honolulu like the year I (the student) was born? What were the cars like?

Invite a resource person to share information about what things were like for him when he was a child going to elementary school.

5. People change their homes for a number of reasons

Objective:

The child begins to be aware that there are several reasons why a person or family changes his/their home.

- How many of you have moved at least one time?

Why did your family move?

- Father had a new job.
- The family needed a bigger house.
- A highway was going to be built through their property.
- Rent had been raised.

Have the class list other reasons why people move.

Continue the discussion:

- Are these changes easy to make? Why?
- Is it easier for adults to make changes? Explain.
- What are some reasons why a person might be happy about moving?
- What are some reasons why a person might not be happy about moving.

How would you feel if your family had to move next week? Why would you feel this way?

Objective:

The child begins to be aware of the influence of weather and climate (the seasons) have on our activities.

6. Weather and Seasons affect our activities

Have some girls dramatize what happens when there is bad weather on Mother's regular washing day and how she feels. Have a follow-up discussion on the effect weather has on our activities.

Variation: rainy weather on our P.E. day, picnic day, stadium event, state fair.

Hypothesizing:

Why do you think merchants are sometimes unhappy about poor weather? Which other groups of people may be somewhat concerned about poor weather? Why? What kinds of problems do you think they will have?

7. Seasons

Review the concept of seasons with the children. Use study prints, pictures, and filmstrips to show the major features of the environment at each particular season: fall (autumn), winter, spring, summer.

Have a display of winter articles: snowshoes, mittens, heavy overcoat, etc.

- Do stores in Honolulu have these goods? Why not?
- In which places do you think the merchants will sell goods of this type? Why?
- What time of the year would he most likely sell them? Why?

Is it likely that. . . ? Why? Why not?

- People would be wearing mittens in New York City? Why?
- People in Hawaii would be wearing mittens? Why not?
- People in Hawaii would be eating mangoes in the summer?
- People in Alaska would be eating mangoes in the summer?

Generalizing:

What does this tell us about seasons and people's activities?

PEOPLE ARE RESOURCEFUL

Objective:

The child becomes aware that people adapt to their environment to meet their basic needs.

8. Develop the concept of adaptation by showing how animals adapt to their environment: the camel in the desert, the polar bear in the Arctic, the hibernating animals during winter.

Show pictures of the desert. Pose the following type of questions:

- What kinds of problems would you have if this were your environment?

Hypothesizing:

Objective:

The child can follow the steps of hypothesizing, leading to problem solving.

9. Recognizing a problem for study

How can the desert nomad manage to live in a hot, dry place like the desert?

Formulating a hypothesis

- What are the things that all people need in any place?
- How does he get his food and water?
- How does he provide shelter for his family?

- How do they get the material they need for clothing?
- What tools does he have?
- What animals does he use? How does he use them?

A desert nomad manages to live in a hot, dry place like the desert by. . .

Gathering data

- Books about the desert:

  Epstein, All About the Desert
  Posell, The True Book of the Desert
  Gidal, Sons of the Desert
  Simon, Beasts of Burden
    transportation: pp. 53-59
  Goetz, At Home Around the World
    food: pp. 137-138; clothing: p. 137
    water: p. 136
  Barrows, Our Big World
    housing: p. 91; clothing: pp. 91-92; water: p. 93
  King, Regions and Social Needs
    food: pp. 58-59; housing: p. 54; clothing: pp. 58-59

- Study prints and pictures

- Films

  Arabian Children

Analyzing, evaluating, and interpreting data

Use a retrieval chart like the following one to record the appropriate data in the appropriate columns as books, films, etc., are discussed:

FOOD/WATER SHELTER CLOTHING CUSTOMS

What does this information tell us about how the desert nomad manages to live in a hot, dry place like the desert?

Evaluating the hypothesis

Rewrite the hypothesis

A desert nomad manages to live in a hot, dry place like the desert by. . .

State a generalization

MAN INFLUENCES HIS ENVIRONMENT

10. Did Waikiki always have hotels? Who put the hotels there? How has it changed things because they are there?

    - Are some of the changes good?
    - Have some problems come about because there are so many hotels in Waikiki?

Other examples:

- A new residential area
- Change in traffic patterns
- Relocating stores, homes. . . building highway

11. Through discussions, have children discover that when man makes changes in his environment (building, relocating, renovating, etc.) it affects a number of people and their lives.

CONTACT WITH OTHER CULTURES

Objective:
The child's awareness that people learn through interaction with people is given further reinforcement.

12. Show a photograph of New Year's Day in Honolulu.

- Do other American cities observe New Year's Day the way we do here in Honolulu?
- If you were from another American city and had no idea how New Year's was observed in Honolulu, how would you feel at midnight? Why?
- Why do we celebrate our New Year's so differently?
- Does everyone celebrate by burning firecrackers?

Have children discover that just as we learn from interaction with our own family and friends and people of our own culture, we also learn from interaction with people of other cultures and we accept some of their customs and make them part of our own.

Other examples:

- Removing shoes/slippers before entering a home.
- Giving and receiving leis.